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ABSTRACT

This document is the fourth of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 4 contains both a student and teacher's manual for lessons 11 and 12 which provide information on the functions of the insert blank space key and the multiple column key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 11 and 12. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM)

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Project VITA

PHOTOTYPESETTING

Module IV
Lessons 11 and 12

Teacher Manual

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This module is one of a series of five modules developed by Project VITA (Vocat onal Instruction, Training and Assessment), Project No. 498AH 50296, a federally-funded vocational education project for students with special needs. Project VITA is a collaborative effort of the Department of Business and Career Education, School of Education, Boston University and the Blue Hills Regional Vocational/Technical School in Canton, Massachusetts in cooperation with: Whittier Regional Vocational Technical High School, Haverhill, Massachusetts; Northeast Metropolitan Regionel Vocational School, Wakefield, Massachusetts; Minuteman Regional Vocational Technical School, Lexington, Massachusetts; and Joseph P. Keefe Technical School, Framingham, Massachusetts. The purpose of each curriculum module is to provide *supplemental* vocational instruction for special needs students enrolled in a vocational program. All modules are designed for use in a resource room by special educators as *supportive* instruction for vocational shop curricula.

The phototypesetting modules are designed for use with special students who have mild learning problems (e.g., educable mentally retarded, learning disabled, "slow learners"). The purpose of these modules is to provide supplemental instruction on an individualized or small group basis for special needs students who are enrolled in the graphic arts program. More specifically, these modules provide a series of supplementary units of instruction for students who need special assistance in mastering the function keys for the ExecuWriter II, manufactured by Compugraphics, Inc., Wilmington, Massachusetts.

PREFACE

The Department of Labor predicts that the number of unskilled jobs will be at an all-time low during this decade and in the future. Therefore, a continued emphasis on training retarded and slow-learning students for such jobs seems futile. To train these special needs students for skilled jobs, present vocational training programs must be modified.

Modification should include:

1. Changes which emphasize development of efficient and effective vocational skill training.
2. Application of learning research to the actual training of special needs students in both integrated learning settings and learning resource rooms.

In recent years, regional vocational schools have admitted increasing numbers of special needs students to their regular programs. Many of these students experienced difficulty in mastering specific vocational skills. One of the problems was that resource teachers were trained to provide back-up instruction for *academic* programs but not for *vocational shop* programs.

One of the purposes of this series of instructional modules is to assist the resource teacher who works in a vocational school to help handicapped students master specific vocational skills. Each module concentrates on providing supportive instruction for specific programs identified by both resource and vocational teachers as being critical areas for back-up instruction. This series of modules include the five modules on phototypesetting (including tapes, flashcards, teacher's manual, student handbook, phototypesetter simulator) and two modules on graphic arts communication (including a teacher's manual, student handbook, flashcards and games).

Assumption of Module Development

Two assumptions underlie the development of this series of modules: first,that students using the modules will have had training in the use of the typewriter; second

that these students will concurrently receive training with regular students in the graphic arts program.

Thus, the modules are meant to provide supplemental instruction.

Presentation Plan for the Module

PHOTOTYPESETTING is composed of five modules with a total of 16 lessons. Each module is independent. They are designed to integrate the work of the vocational and resource-room teacher. The following steps are suggested for the resource-room teacher:

1. Ask the vocational teacher to identify the special keys the student needs to practice.
2. Locate the module and lesson by checking the index.
3. Give the student the Progress Check for the lesson before he/she practices the lesson.
4. Give the student the Progress Check again after he/she practices the lesson and record the score.
5. Ask the student to repeat the lesson if he/she does not achieve 100% accuracy.
6. Give the Evaluation test at the end of each module and record the score.

Each lesson has the following parts:

1. *Word Study* Vocabulary words that the student will find in the lesson.
2. *Special Key* Name and location of the key to be presented in the lesson.
3. *Definition and Function* Explanation of what the key is used for.
4. *Relationship to the Typewriter* Comparison of the special key to one on the regular typewriter.
5. *Keyboard Practice* Exercises to be practiced on the ExecuWriter II Simulator.
6. *Progress Check* A written test to see if the student has mastered the lesson. Each module will have one additional practice exercise following the last lesson. This is called a "Job" and will give the student an opportunity to apply information learned in the module. An Evaluation (test) should be given at the end of each module.

Special Features of the Modules

One special feature of the Phototypesetting modules is the ExecuWriter II Simulator. The student may practice in the resource room on the Simulator and then return to the shop to apply what he has learned. The resource room teacher may wish to supervise the student on the actual machine at

some point to see if the student has actually learned the material.

Another special feature is the cassette tape. Using this, the student may listen to the lesson while reading the material from the book.

Conclusion

The authors of this series of modules have talked with manufacturers of phototypesetting machines, employers of phototypesetters, vocational teachers, resource room teachers, and special education teachers. When you have finished using this series of modules, they would like your suggestions, ideas and comments. A questionnaire has been enclosed for this purpose.

QUESTIONS AND ANSWERS ABOUT THE MODULE

1. **What is the purpose of the module?**

1. To provide supplementary instruction in phototypesetting to students with special needs who are having difficulty recognizing the function keys.

2. **Does this module, then, include a lesson for *every* key?**

2. No. Only those keys whose functions are required for the fundamental operation of the photosetting machine are included within this module. Keys used for specfic phototypesetting assignments are not included.

3. **Can I use this module with a large group of students?**

3. Ideally, no. It is designed for use in a resource room with individualized or small group instruction. However, if a number of simulators or phototypesetting machines are available, more students can be supervised.

4. **Can a student with little or no experience in typewriting use this module?**

4. Yes. Although prior knowledge of typewriting is advantageous in terms of speed and accuracy, it is not a prerequisite. However, good typing *techiques* should be encouraged by the instructor during the teaching of each lesson.

5. **Can I use this module even though our school has a different phototypesetting machine?**

5. Yes. Although this particular module was written for the ExecuWriter II, its applicability to other phototypesetting machines is possible since the primary function keys in this module remain major components of any photocomposer.

6. **As a resource teacher who knows *very little* about phototypesetting, will it be possible for me to teach from this module without any special training?**

6. Yes. This module is designed to be used by resource-room teachers.

7. **Is there a way to obtain formal training on the phototypesetting machine?**

7. Yes. Many companies offer an introductory course. A one-day program provides an adequate background.

8. **How do I use this module?**

8. As an aid to supplement instruction of phototypesetting already in progress in the graphic arts class.

9. **Must I have access to a phototypesetting machine?**

9. At some point, yes. Initial instruction involves using a simulator. However, any performance exercises requiring output proof of accuracy will require use of the actual machine.

10. **How many performance exercises requiring output proof of accuracy are there?**

10. Each *Lesson* and each *Unit Evaluation* contains at least one such performance exercise.

11. **What materials will I need?**

11. None. All necessary materials (posters, flashcards, worksheets) are provided in the packet.

12. **How will I know what materials to use for each lesson?**

12. A Resourse Key for Materials and Equipment is available at the beginning of each lesson. When a special item is necessary for instruction outlined in the teaching strategy/student objectives, it is so listed.

13. **What is the lesson pattern?**

13. Each Lesson consists of six parts:
    1. Word Study
    2. Special Key
    3. Definition and Function
    4. Relationship to the typewriter
    5. Keyboard Practice
    6. Progress Check

    Each Module contains a Job (practice exercise) and an Evaluation.

14. **How do I begin?**

14. After you are familiar with the module, give the Pre-Test to the student. These results will allow you to select the appropriate area/unit lesson in which to begin individualized supplementary instruction.

15. **What then?**

15. Read the Teacher-Information Sheet for the appropriate key and familiarize yourself with the particular lesson.

16. **What is the basic format of each lesson?**

16. Each lesson begins with a set of *General Lesson Goals* followed by listings of *Teaching Straegies* and corresponding *Student Objectives.*

17. **How do I know when the student has satisfactorily learned the key?**

17. At the end of the lesson for each key there is a series of objectives which the student must be able to preform with 100% accuracy before proceeding to the next key.

18. **Is there a way to record this evaluation?**

18. Yes. An *Oral Examination Checklist* is provided and there is a Progress Check that should be given at the end of each lesson.

19. **What if thestudent is not able to complete the final objectives?**

19. Return to the appropriate Teaching Strategies and try again. Use the teaching materials according to the learning style of the student.

20. **Is there any other method of evaluation?**

20. Yes. At the end of each unit there is a Unit Evaluation consisting of a paper and pencil test and one performance exercise (which requires the use of the actual phototypesetting machine).

21. **Can this paper and pencil test be given orally?**

21. Yes. With optional use of flashcards, it can be adapted to various testing styles.

22. **How can I respond to this module?**

22. A questionnaire for your suggestions and ideas about the Module is included with the packet.

INTRODUCTION TO PHOTOTYPESETTING*

Providing quality typeset copy in many different styles and seven sizes, the ExecuWriter phototypesetter employs simple typewriter-like procedures.

Typesetting, as used in printing, describes the process of setting and arranging type. The method used with the ExecuWriter is generally known as photocomposition.

A standard secretary-shift typewriter keyboard provides for complete operator control. Simply by striking a key, manuscript copy is automatically set to full measures or positioned to specific areas. A character display shows all characters and functions as they are typed from the photocomposer keyboard.

The photocomposer, working like a camera, consists of a light projection system, a negative film strip containing the alphabet, numeric and miscellaneous characters, a holder for photographic material and a lens. The characters are photographed with an instantaneous flash of light, passing through the lens and exposed on the photographic material.

As characters are typed, they are retained in the system's memory, line by line. Activation of the typewriter Return key causes the character images to be flashed and photographed onto the material. Like a typewriter, as each line is ended, the material is automatically advanced in preparation for the next line.

After completion of the typesetting operation, the exposed photographic material is processed. This process is similar to the development of film frome o dinery camera. The completed copy is then pasted onto a form from which a negative is made and final steps are taken for printing.

*Source: ExecuWriter I and II; Applications Manual — Compugraphic, Inc.

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TEACHER INFORMATION SHEET

MODULE IV: LESSON 11 - INSERT BLANK SPACE KEY

Definition and Function:

The INSERT BLANK SPACE key, when activated with the RETURN key, is used for insertion of variable blank space. Where inserted, blank space fills the remaining portion of the line, thereby positioning the text. The text can be set centered, on the left or the right margins, or both.

Relationship to Typewriter:

There is no one key on the typewriter which is comparable to the INSERT BLANK SPACE key on the ExII. However, on the typewriter, calculating, spacing, and backspacing are required in order to type something flush left, flush right, or centered. On the ExecuWriter II, the INSERT BLANK SPACE key allows these things with a lot less work and effort. For example.

Flush Left: In typewriting, in order to type a words flush to the left margin, it is necessary to type the word or words at the left margin and then to depress the return key. In typesetting, it is necessary to type the word or words at the left margin, depress the INSERT BLANK SPACE key, and then depress the RETURN key.

Flush Right: In typewriting, in order to pivot or put the date line of a letter flush to the right margin, it is necessary to backspace from the right margin once for all the letters in the word plus one more space. In typesetting, all that is necessary is to begin at the left margin, depress the INSERT BLANK SPACE key once and type the date, depress RETURN key once, and the machine automatically puts the date flush to the right margin.

Flush Left and Right: In typewriting, in order to type a menu, where the food item is to be flush to the left margin and the price flush to the right margin both being on the same line, it is necessary to type the food item at the left margin and then go all the way over to your right margin and pivot the price. With typesetting, all that is necessary is to type the food item at (left margin), depress the INSERT BLANK SPACE key, type the word "price", depress the RETURN key, and the both items will be flush left and flush right, respectively.

TEACHER INFORMATION SHEET

Module IV: LESSON 11 INSERT BLANK SPACE KEY (Cont'd)

Centering: In typewriting, in order to center a heading it is necessary to go to the center of the page and backspace once for every two letters of spaces in the word or words. In typesetting, all that is necessary is to begin at the left margin, depress the INSERT BLANK SPACE key, type the word or words to be centered, depress INSERT BLANK SPACE key, depress the RETURN key, and the machine automatically centers them.

REFERENCE: ExecuWriter, Applications Manual, pages 41-42.

KEYBOARD SYMBOL

DISPLAY PANEL SYMBOL

15

P#	Poster Number
EX II S	ExecuWriter II Simulator
EX II	ExecuWriter II (machine)
WS#	Worksheet Number
OC	Oral Checksheet
TW	Typewriter
FC	Flash Cards

KEY: INSERT BLANK SPACE

General Lesson Goals: Upon completion of the lesson, the student will:

1 Recognize what the INSERT BLANK SPACE key looks like.
2 Locate the INSERT BLANK SPACE key.
3 State the function of the INSERT BLANK SPACE key.
4 Perform the function of the INSERT BLANK SPACE key, within a given exercise.

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
P#1	1. Teacher points to INSERT BLANK SPACE key on the instructional poster.			
EXII S	2. Teacher asks student to point to the INSERT BLANK SPACE key on the ExII S.	2. Student points to the INSERT BLANK SPACE key on the ExII S.		
	3. Teacher delineates using visual materials and concrete examples the definition of, function of, and abbreviation of the INSERT BLANK SPACE key.			
	4. Teacher depresses the INSERT BLANK SPACE key and points to the symbol that appears on the "character display panel."			
	5. Teacher compares placing placing words flush to the left margin on the typewriter to doing so on the ExII BY USING THE INSERT BLANK SPACE key.			
	6. Teacher demonstrates the use of the INSERT BLANK SPACE key when placing words flush to the left margin by: 1. typing words *"flush left"* 2. depressing INSERT BLANK SPACE key 3. depressing RETURN key			

P# Poster Number
EX II S ExecuWriter II Simulator
EX II ExecuWriter II (machine)
WS# Worksheet Number
OC Oral Checksheet
TW Typewriter
FC Flash Cards

KEY: INSERT BLANK SPACE (Cont'd)

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
	3 depressing RETURN key			
EXII S	7a. Teacher asks student to perform items 6-1 to 6-3 while dictating instructions in sequence.	7a. Student performs items 6-1 to 6-3 as dictated by teacher.		
	7b. Teacher asks student to perform items 6-1 to 6-3 without teacher assistance.	7b. Student performs items 6-1 to 6-3 without teacher assistance.		
	8. Teacher compares placing words flush to the right margin on the typewriter to doing so on the ExII by using the insert blank space key.			
EXII S	9. Teacher demonstrates the use of the INSERT BLANK SPACE key when placing words flush to the right margin by: 1 depressing INSERT BLANK SPACE key 2 typing words *flush right* 3 depressing RETURN key			
EXII S	10a. Teacher asks student to perform items 9-1 to 9-3 while dictating instructions in sequence.	10a. Student perform item 9-1 to 9-3 as dictated by teacher.		
	10b. Teacher asks student to perform items 9-1 to 9-3 without teacher assistance.	10b. Student performs items 9-1 to 9-3 without teacher assistance.		

P# Poster Number
EX II S ExecuWriter II Simulator
EX II ExecuWriter II (machine)
WS# Worksheet Number
OC Oral Checksheet
TW Typewriter
FC Flash Cards

KEY: INSERT BLANK SPACE (Cont'd)

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
	11. Teacher compares centering words on the typewriter to doing so on the ExII by using the INSERT BLANK SPACE key.			
EXII S	12. Teacher demonstrates the use of the INSERT BLANK SPACE key when centering words by: 1 depressing INSERT BLANK SPACE key 2 typing word "*c e n t e r e d*" 3 depressing INSERT BLANK SPACE key 4 depressing RETURN key.			
EXII S	13a. Teacher asks student to perform item 12-1 to 12-4 while dictating instructions in sequence. 13b. Teacher asks student to perform items 12-1 to 12-4 without teacher assistance.	13a. Student performs item 12-1 to 12-4 as dictated by teacher. 13b. Student performs items 12-1 to 12-4 without teacher assistance.		
	14. Teacher compares placing words at both the left and right margins leaving a blank space in the middle on the typewriter to doing so on the ExII.			

P# Poster Number
EX II S ExecuWriter II Simulator
EX II ExecuWriter II (machine)
WS# Worksheet Number
OC Oral Checksheet
TW Typewriter
FC Flash Cards

KEY: INSERT BLANK SPACE (Cont'd)

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
	15. Teacher demonstrates the use of the INSERT BLANK SPACE key when placing words at both the left and right margins leaving blank space in the middle by: 1 typing words *left margin* 2 depressing INSERT BLANK SPACE key 3 typing words *right margin* 4 depressing RETURN key			
	16a. Teacher asks student to perform items while dictating instruction in sequence.	16a. Student performs items 15-1 to 15-4 as dictated by teacher.		
	16b. Teacher asks student to perform items 15-1 to 15-4 with out teacher assistance.	16b. Student performs items 15-1 to 15-4 without teacher assistance.		
	17. Teacher asks student to complete worksheet and explains worksheet directions.	17. Student writes in proper keyboard symbol for the INSERT BLANK SPACE key in the appropriate square.		
	18. Teacher checks student progress with teacher-made oral examination question-answer session The student must answer with 100% accuracy in order to proceed to the next lesson.	18a. Student states that the INSERT BLANK SPACE key is used to insert blank space at the beginning, end, or middle of a line (completes a line measure) in order to place words at 1 the center 2 flush left or flush right 3 both flush left and flush right.		

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P# Poster Number
EX II S ExecuWriter II Simulator
EX II ExecuWriter II (machine)
WS# Worksheet Number
OC Oral Checksheet
TW Typewriter
FC Flash Cards

KEY: INSERT BLANK SPACE (Cont'd)

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
		18b. Student matches the appropriate key-board symbol (INS BLNK SP) with the corresponding words (INSERT BLANK SPACE). 18c. Student matches the character display symbol to the appropriate function key (INS BLNK SP).		

ORAL EXAMINATION CHECKLIST

MODULE IV LESSON II

KEY: INSERT BLANK SPACE

STUDENT OBJECTIVES	COMPLETED	COMMENTS
18a. Student states that the INSERT BLANK SPACE key is used to insert blank space at the beginning, end, or middle of a line (completes a line measure) in order to place words at 1 the center 2 flush right 3 both flush left and flush right.	18a.	18a.
18b. Student matches the appropriate keyboard symbol (INS BLK SP) with the corresponding words (INSERT BLANK SPACE).	18b.	18b.
18c. Student matches the character display symbol to the appropriate function key (INS BLNK SP).	18c.	18c.

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TEACHER INFORMATION SHEET

MODULE IV: LESSON 12 – MULTIPLE COLUMN KEY

Definition and Function:

Similar to using the typewriter tab, the the MULTIPLE COLUMN key function is used to get manuscript copy in *two or more equal columns*. The columns are positioned side-by-side and on the same baseline.

In noramal operation, when the typeset line is completed, the lens is returned to the left margin for a new line. Striking the MULTIPLE COLUMN key prior to the RETURN key prevents the lens from returning to the left margin. Instead, the lens will complete the line and then travel to the end of the measure to the right margin. This same line measure will then be automatically reinserted for a second column. It can be repeated within the total line measure limit of seven and one-half inches (45 picas).

Relationship to Typewriter:

In typewriting, in order to set up two or more columns, the tab key is used. It is necessary to count the number of letters and spaces in the longest line, set up columns, set the tab stops for the beginning of each column, and type the columns. In typesetting, the MULTIPLE COLUMN key saves time in that it does most of the figuring and centering work.

REFENCE: Execuwriter II, Applications Manual, pages 41-42.

KEYBOARD SYMBOL

DISPLAY PANEL SYMBOL

27

P# Poster Number
EX II S ExecuWriter II Simulator
EX II ExecuWriter II (machine)
WS# Worksheet Number
OC Oral Checksheet
TW Typewriter
FC Flash Cards

KEY: MULTIPLE COLUMN

General Lesson Goals: Upon completion of the lesson, the student will:

1 Recognize what the MULTIPLE COLUMN key looks like.
2 Locate the MULTIPLE COLUMN key.
3 State the function of the MULTIPLE COLUMN key.
4 Perform the function of the MULTIPLE COLUMN key, within a given exercise.

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
P# 1	1a. Teacher points to the MULTIPLE COLUMN key on the instructional poster.			
	1b. Teacher points out that the MULTIPLE COLUMN key: 1. shares a key with the 1/18 SPACE key and 2. The MULTIPLE COLUMN key is the lower case position of the key.			
EXII S	2. Teacher asks student to point to the MULTIPLE COLUMN key on ExII S.	2. The student points to MULTIPLE COLUMN (MC) key on the ExII S.		
	3. Teacher delineates using visual materials and concrete examples the definition of, function of, and abbreviated symbol of the MULTIPLE COLUMN key.			
EXII S TW	4. Teacher compares the function of the MULTIPLE COLUMN (MC) key on the ExII with the function of the TAB key on the typewriter.			
EXII S	5. Teacher depresses the MULTIPLE COLUMN key and points to the symbol that appears on the character display panel.			

P#	Poster Number
EX II S	ExecuWriter II Simulator
EX II	ExecuWriter II (machine)
WS#	Worksheet Number
OC	Oral Checksheet
TW	Typewriter
FC	Flash Cards

KEY: MULTIPLE COLUMN (Cont'd)

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
	6. Teacher demonstrates the use of the MULTIPLE COLUMN key when copy is to be set in three columns by: 1 setting the line measure 2 typing words: *first column* 3 depressing MULTIPLE COLUMN key, and then RETURN key 4 typing the words: *second column* 5 depressing MULTIPLE COLUMN key, and then RETURN key 6 typing the words: *third column* 7 depressing RETURN key only.			
	7a. Teacher asks student to perform items 6-1 to 6-7 while dictating instructions in sequence.	7a. Student performs items 6-1 to 6-7 as dictated by teacher.		
	7b. Teacher asks student to perform items 6-1 to 6-7 without teacher assistance.	7b. Student performs items 6-1 to 6-7 without teacher assistance.		
	8. Teacher asks student to complete worksheet direction.	8. Student writes in the proper keyboard symbol for the MULTIPLE COLUMN key in appropriate square.		

P# Poster Number
EX II S ExecuWriter II Simulator
EX II ExecuWriter II (machine)
WS# Worksheet Number
OC Oral Checksheet
TW Typewriter
FC Flash Cards

KEY: MULTIPLE COLUMN (Cont'd)

Mat. & Equip.	Teaching Strategies	Student Objectives	Motivational Techniques	Supplementary Strategies
OC FC EXII S	9. Teacher checks student progress with teachermade oral examination (question-answer ses-sion). The student must answer with 100% accuracy in order to proceed to the next lesson.	9a. Student states that the MULTIPLE COLUMN (MC) key is used to set copy in two or more equal columns. 9b. Student matches the appropriate key-board symbol with the corresponding words MULTIPLE COLUMN. 9c. Student matches character display symbol [redacted] to the appropriate function key symbol MC.		

ORAL EXAMINATION CHECKLIST

MODULE IV LESSON 12

KEY: MULTIPLE COLUMN

STUDENT OBJECTIVES	COMPLETED	COMMENTS
9a. Student states that the MULTIPLE COLUMN (MC) key is used to set copy in two or more equal columns.	9a.	9a.
9b. Student matches the appropriate keyboard symbol with the corresponding words (MULTIPLE COLUMN).	9b.	9b.
9c. Student matches "character display" symbol ([redacted]) to the appropriate function key symbol (MC).	9c.	9c.

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EVALUATION IV

1. Draw a line to match the keys in Column A with words in Column B.

Column A (Keyboard Representation)	Column B (Word)
INS BL SP	Return
	Insert Blank Space
	Cancel Word
MC	SHIFT
	Multiple Column

2. Draw a line to match the keys in Column A with the symbol in Column B.

Column A (Keyboard Representation)	Column B (Character Display Symbol)
INS BL SP	
MC	

EVALUATION IV (Cont'd)

3a. Phototypeset the following sentence so that each line will appear flush to the left margin:

This is an
example of
FLUSH LEFT
COMPOSITION.

3b. Phototypeset the following sentence so that each line will appear flush to the right margin:

This is an
example of
FLUSH RIGHT
COMPOSITION.

3c. Phototypeset the following sentence so that each line will appear centered:

This is an
example of
CENTERED copy.

3d. Phototypeset the following sentence so that the lines on the left appear flush to the left margin and the lines on the right appear flush to the right margin:

This is an example of
both FLUSH LEFT and FLUSH RIGHT
composition used together.

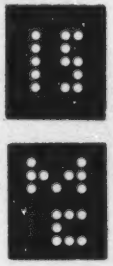
3e. Phototypeset the following words in three columns:

Typewriting	Graphic Arts	Photocomposition
Home Arts	Music	History
English	French	Spanish
Mathematics	Algebra	Geomerty

4. Draw a line to match the keys in Column A with its function in Column B.

Column A (Keyboard Representation)	Column B (Function)
	Advances paper before and after typesetting copy.
	Inserts a blank space at the beginning, end or middle of a line.
	Places a space between words, sentences, paragraphs, etc.
	Set copy in two or more equal columns.

EVALUATION IV

QUESTIONS	ANSWERS	PAGES	OBJECTIVE
1. Draw a line to match the keys in Column A with the words in Column B.	1. INS BL - Insert Blank Space SP MC - Multiple Column	1. p 71, 75 p 78, 80	1. 1-3, 17, 1 1-3, 8 & 9b
2. Draw a line to match the keys in Column A with the symbols in Column B.	2. INS BL SP MC 	2. p 71, 75 p 78, 80	2. 4, 18c 5, 9c
NOTE: The following exercise **MUST** be performed on the **actual** ExecuWriter II photocomposer.			
3a. Phototypeset the following sentence so that each line will appear **flush to the left margin:** This is an example of FLUSH LEFT COMPOSITION.	3a. 1 Depress PAPER FEED 2 Depress START 3 Depress SHIFT; Type "T": release SHIFT 4 Type "his is an" 5 Depress INS BL SP 6 Depress RET 7 Type "example of" 8 Depress INS BL SP 9 Depress RET 10 Depress SHIFT LOCK; type "FLUSH LEFT" 11 Depress RET 12 Type "COMPOSITION. 13 Release SHIFT LOCK 14 DEPRESS INS BL SP 15 Depress RET	3. p 5-81	OVERALL UNIT OBJECTIVE

QUESTIONS	ANSWERS	PAGES	OBJECTIVE
3b. Phototypeset the following sentence so that each line will appear **flush to the right margin:** This is an example of FLUSH RIGHT COMPOSITION.	3b. Repeat 3a (1)-3a (2) 3 Depress INS BL SP 4 Depress SHIFT: Type "T"; release SHIFT 5 Type "his is an" 6 Depress RET 7 Depress INS BL SP 8 Type "example of" 9 Depress RET 10 Depress INS BL SP 11 Depress SHIFT LOCK: type "FLUSH RIGHT" 12 Depress RET 13 Depress INS BL SP 14 Type "COMPOSITION" 16 Type RET		
3c. Phototypeset the following sentence so that each line will appear centered: This is an example of CENTERED copy.	3c. 1 Repeat 3a (1)-3a (2) 3 Depress INS BL SP 4 Depress SHIFT; Type "T"; release SHIFT 5 Type "his is an" 6 Depress INS BL SP 7 Depress RET 8 Depress INS BL SP 9 Type "example of" 10 Depress INS BL SP 11 Depress RET 12 Depress INS BL SP 13 Depress SHIFT LOCK: type "CENTERED"; release SHIFT LOCK 14 Type "copy." 15 Depress INS BL SP 16 Depress Ret		

QUESTIONS	ANSWERS	PAGES	OBJECTIVE
3d. Phototypeset the following sentence so that the lines on the left appear flush to the left margin and the lines on the right appear flush to the right margin: This is an example of both FLUSH LEFT and FLUSH RIGHT composition used together	3d. 1 Repeat 3a (1)-3a (5) 6 Type "example of" 7 Depress RET 8 Type "both" 9 Depress SHIFT LOCK; Type "FLUSH LEFT"; release SHIFT LOCK 10 Depress INS BL SP 11 Type "and" 12 Depress SHIFT LOCK; type "FLUSH RIGHT"; release SHIFT LOCK 13 Depress RET 14 Type "COMPOSITION" 15 Depress INS BL SP 16 Type "use together." 17 Depress RET		
3e. Phototypeset the following words in three columns: Typewriting Graphic Arts Photocomp Home Arts Music History English French Spanish Mathematics Algebra Geometry	3e. 1 Repeat 3a (1)-3a (2) 3 Depress SHIFT LOCK 4 Type "TYPEWRITIG" 5 Depress MC 6 Depress RET 7 Type "GRAPHIC ARTS" 8 Depress MC 9 Depress RET 10 Type "PHOTOCOMP 11 Depress RET 12 Type "HOME ARTS" 13 Depress MC 14 Depress RET 15 Type "MUSIC" 16 Depress MC 17 Depress RET 18 Type "HISTORY" 19 Depress RET 20 Type "ENGLISH"		

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QUESTIONS	ANSWERS	PAGES	OBJECTIVE
	3e. 21 Depress MC 22 Depress RET 23 Type "FRENCH" 24 Depress MC 25 Depress RET 26 Type "SPANISH" 27 Depress RET 28 Type "MATHEMATICS" 29 Depress MC 30 Depress RET 31 Type "ALGEBRA" 32 Depress MC 33 Depress RET 34 Type "GEOMETRY" 35 Depress RET 36 Depress PAPER FEED		
4. Draw a line to match the keys in Column A with its function in Column B.	4. INS Inserts a blank space BL at the beginning, end SP or middle of a line. MC Sets copy in two or more equal columns	4. p 71, 74 p 78, 80	4. 3, 18a 3, 9a

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Paper Feed Key	I	1
Return Key	I	3
Shift Key	II	6
Shift Lock Key	II	7
Space Bar	II	4
Start Key	I	2
Style Change Key	II	5

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Project VITA

PHOTOTYPESETTING

Module IV

Lessons 11 and 12

STUDENT HANDBOOK

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FOREWORD TO THE STUDENT

PHOTOTYPESETTING is a new book. It is divided into five sections. Each section is called a module. The modules will give you information on how to use 16 of the special keys that are on the ExecuWriter II phototypesetting machine.
Before you can learn to operate an ExecuWriter II, you must know how to type. You do not need to be a fast typist to learn to phototypeset, but you must be an accurate one.

You should use this module in the resource room. You should be receiving training on the ExecuWriter II machine in the shop.

LESSON PLAN

There are 16 lessons in the five modules. Each lesson introduces a special key.

This is the lesson plan:

1. *Word Study* Meanings of words in the lesson.
2. *Special Key* Name and location of the special key.
3. *Definition and Function* What the key is used for.
4. *Relationship to the Typewriter* How the ExecuWriter II is like the regular typewriter.
5. *Keyboard Practice* Exercises using the special key.
6. *Progress Check* Questions about the lesson.

At the end of each module there is a Job. This is a Practice Exercise. You will use all of the keys presented in the module.

SPECIAL FEATURES

The Simulator is a machine with a keyboard like the ExecuWriter II. You will be able to practice your lesson in the resource room on the Simulator.

You will also receive a *cassette tape* with each module. You will use this to listen to each lesson in the module while you are reading it from the book.

Module IV: Lesson 11 – Insert Blank Space Key

WORD STUDY

flush left	Even on the left margin.
flush right	Even on the right margin.

SPECIAL KEY

Find the INSERT BLANK SPACE key below. It is on the second row from the bottom. It is on the far right, next to the RETURN key. The keyboard symbol for INSERT BLANK SPACE is INS BLNK SP.

DEFINITION AND FUNCTION

The INSERT BLANK SPACE key, space on the line. Whenever you use the UNSERT BLANK SPACE key, space will fill the rest of the line. You may typeset the material so that it is centered, or positioned on the left margin, the right margin, or both margins. See the examples below.

Left Margin Right Margin

(Insert Space) Centered (Insert Space)

Left Margin (Insert Space)

(Insert Space) Right Margin

Left Margin Right Margin

LESSON 11-Insert Blank Space Key

RELATIONSHIP TO THE TYPEWRITER

There is no key on the typewriter like the INSERT BLANK SPACE key. On the typewriter, you must figure, space and backspace in order to center copy (to make it even on the left margin and even on the right margin). On the Execu Writer II, to do the same thing with less work, you use the INSERT BLANK SPACE Key.

KEYBOARD PRATICE

EXERCISE 11A. Practice Exercise 11A.

1. Press the INSERT BLANK SPACE key.
2. Look at the symbol on the character display panel.

EXERCISE 11B. Practice Exercise 11B to place words flush (even) to the left margin.

1. Type the words *flush left.*
2. Press the INSERT BLANK SPACE key.
3. Press RETURN key.

Repeat Exercise 11B.

EXERCISE 11C. Practice Exercise 11C to place words flush to the right margin.

1. Press the INSERT BLANK SPACE key.
2. Type the words *flush right.*
3. Press RETURN key.

Repeat Exercise 11C.

EXERCISE 11D. Practice Exercise 11D to center words.

1. Press INSERT BLANK SPACE key.
2. Type the word *centered.*
3. Press INSERT BLANK SPACE key.
4. Press RETURN key.

Repeat Exercise 11D.

LESSON 11 - Insert Blank Space

EXERCISE 11E. Practice Exercise 11E to place words at both the left and right margins.

1. Type the words *left margin.*
2. Press INSERT BLANK SPACE key.
3. Type the words *right margin.*
4. Press RETURN key.

Repeat Exercise 11E.

PROGRESS CHECK

Tell your teacher that you are ready for Progress Check 11.

MODULE IV: Lesson 12 Multiple Column Key

WORD STUDY

lower case position — Small letter position

SPECIAL KEY

Find the MULTIPLE COLUMN key below. The MULTIPLE COLUMN key is on the far left of the keyboard. It is on the third row from the bottom. It is on the same key with the 1/18 SPACE. The MULTIPLE COLUMN key is the lower case position of the key. The keyboard symbol for the MULTIPLE COLUMN KEY is MC.

DEFINITION AND FUNCTION

The MULTIPLE COLUMN key is used when you set copy in two or more equal columns. The columns are placed side-by-side.

When you press the MULTIPLE COLUMN key before the RETURN key, the machine will finish the line and return to the same place for the second column on the same line. This may be repeated several times within the line limit.

LESSON 12-Multiple Column Key

RELATIONSHIP TO THE TYPEWRITER

When you type and set up two or more columns on the typewriter, the tab key is used. You first count the number of letters and spaces in the longest line. Next set the tab stops for the beginning of each column, then type the columns. In typesetting, you use the MULTIPLE COLUMN key which saves time. It does the figuring and centering.

KEYBOARD PRACTICE

EXERCISE 12A. Practice Exercise 12A

1. Press the MULTIPLE COLUMN key.
2. Look at the symbol appearing on the character display panel.

EXERCISE 12B. Practice Exercise 12B.

1. Type the words *first column*
2. Press the MULTIPLE COLUMN key.
3. Press the RETURN key.
4. Type the words *second column*
5. Press the MULTIPLE COLUMN key.
6. Press the RETURN key.
7. Type the words *third column*
8. Press the RETURN key only.

Repeat Exercise 12B.

JOB 4

Typeset the following exercise as a table of contents below. Use equal columns.

Lesson 1	Title Page	4
Lesson 2	Letter of Transmittal	6
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